

# Kentucky Department of Education Preschool Program Review (P2R)

## District Self-Study

District:

Preschool Coordinator:

Date:

**Objectives:** To allow the districts to rate themselves on state and federal regulations. The Preschool Program Review process ensures that school districts are providing high quality early childhood education for state-funded preschool children.

**Directions:** District preschool coordinators are to rate their district on each of the indicators choosing either Yes, No or NA. An explanation is required for all items. For any item that is not met, please write an action plan and include a date of completion. Once this document is completed, it is to be posted on the district's One Drive for Business file. This document must be completed before your district's consolidated visit.

Examples of supporting evidence are provided for each section.

<b>Program Structure and Personnel</b>	<b>Curriculum and Assessment</b>
1. Eligibility	16. Assessment of Children
2. Special Education	17. Annual Evaluation of Preschool Program
3. Program Operation	18. Student Information
4. Staffing/Teacher Credentials	19. Screening
5. Contracting	
6. Attendance	<b>Health Safety and Nutrition</b>
7. Professional Development	20. Meals
8. Head Start Collaboration	21. Safety Policies
	22. Transportation
<b>Environment</b>	
9. Ratio and Staffing	
10. Developmentally Appropriate Practices	<b>Families and Communities</b>
11. Routines	23. Recruitment
12. Equipment and Materials	24. Parent/Family Involvement
13. Space	25. Wrap Around Services
14. Funding	26. Exemplary Practices
15. Individual Needs of Children	

### Section A: Program Structure and Personnel

#### 1. Eligibility - 704 KAR 3:410 Section 2

#### Explanation

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	a) All preschool children served are residents of the district unless there is a reciprocal agreement with a neighboring district.	
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<input type="checkbox"/> Yes	b) At-risk children (up to 160% of poverty) are 4 years old by Aug. 1	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) Eligibility may be determined up to 4 months prior to start of school year.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) Once at-risk eligibility has been approved, the child shall remain eligible for enrollment in the preschool program for the remainder of the school year.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	e) Other non-eligible children are served through district funds or tuition as space is available.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

### Action Plan

Proposed Date of Completion	Action Plan Description	For KDE only

### Examples of Supporting Evidence

- Enrollment form
- Recruitment notice
- At risk verification form
- Program policy for accepting tuition/district supported preschool
- Parent Handbook
- Head Start child find notice (if program is blended)

## 2. Special Education - 707 KAR 1:002 to 707 KAR 1:380

### Explanation

<input type="checkbox"/> Yes	a) The Child Find process ensures delivery of appropriate, relevant, research based instruction and tiered intervention services (KSI) prior to, or as a part of the special education referral process.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) The related service staff work collaboratively with the classroom teachers in providing special education services as much as possible within the classroom environment.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

<input type="checkbox"/> Yes	c) The district has an effective transition process in place for helping children transition from First Steps into the preschool program.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) The student information (Infinite Campus) system is used to document enrollment of children and the information is confidential and kept up to date on all children including children with disabilities.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	e) Children with disabilities are placed with non-disabled peers as much as possible.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	f) Children with disabilities are guaranteed a full continuum of services based on their needs.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	g) Specially designed instruction is provided by an appropriately certified professional.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

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#### Examples of Supporting Evidence

- Child find documentation
- Infinite Campus documentation or Preschool Program report
- Interagency agreement/transition agreement
- Class rolls indication of % of children with and without disabilities
- Kentucky System of Intervention (KSI) docs (blinded or blank)
- Parent notification of intervention process
- Transition for children from First Steps showing IEP in place by 3<sup>rd</sup> birthday
- Evidence of collaboration within classroom
- Lesson plans showing individualization and specially designed instruction

### 3. Program Operation - 704 KAR 3:410 Section 6

### Explanation

<input type="checkbox"/> Yes	a) Preschool program meets for four (4) or five (5) days a week, or a locally designed program approved by the chief state school officer.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) With a double session, provisions are to be made to allow staff to prepare for the session as well as give individual attention to children entering and leaving the program.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) Adequate break times are provided for staff during the course of the day and each full-time teacher shall be provided with a duty-free lunch period each day (KRS 158.060 and the Kentucky Wage and Hour Laws).	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) The minimum hours of operation of the half-day program is two and one half (2 1/2) hours of classroom time per day plus breakfast or lunch.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	e) The program shall provide direct services for children or parents for the minimum number of teaching days set by the local school district for the school year. (Note: the preschool calendar may begin later and end sooner if school days are used for screening, home visits, and other preschool duties)	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

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### Examples of Supporting Evidence

- Preschool Approval Form signed and updated.
- Log of activities scheduled on the 5th day (if applicable) including planning
- Teacher schedule
- Teacher schedule/ coverage plan for breaks
- Preschool Approval Form
- District calendar including preschool start and ending dates.

**4. Staffing/Teacher Credentials - 704 KAR 3:410 Section 7 and 8, 16 KAR 2:040, 704 KAR 3:420, 16 KAR 2:140**

**Explanation**

<input type="checkbox"/> Yes	a) The lead teacher holds an Interdisciplinary Early Childhood Education (IECE) certification or statement of eligibility, or has been exempted by the Kentucky Education Professional Standards Board from additional certification.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) A district may also employ a lead teacher who is a preschool associate teacher (CDA- Child Development Associate or AA) who was employed prior to the 2004-2005 school year and who has continued in the same position. This preschool associate teacher receives at least weekly contact and consultation by a qualified professional regarding the classroom, the curriculum, and teacher performance standards in IECE (704 KAR 3:420).	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) A lead teacher organizes the classroom, provides a developmentally appropriate curriculum, and supervises and assigns the activities of teaching assistants, student helpers, and other non-certified staff in the preschool class.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) A local school district shall assign professional staff, including the lead teacher, to conduct parental involvement activities and coordination with health and social services. A lead teacher who has been assigned coordination responsibilities shall be considered to be going beyond responsibilities and shall provide services to a maximum of thirty-four (34) children total.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

**Action Plan**

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**Examples of Supporting Evidence**

- Preschool Program Approval Form
- Education Professional Standards Board (EPSB) web site verification
- Current CDA credential, verification of AA in IECE or child development
- Documentation of regular contact/oversight with Preschool Associate Teachers
- Teacher/assistant planning meeting documents
- Probationary teacher 18 hours of training documents (first year only)

**5. Contracting - 704 KAR 3:410 Section 4****Explanation**

<input type="checkbox"/> Yes	a) All contracting sites meet preschool regulations in addition to all other applicable school laws. (note: Head Start contracting is not included in this section) A contract or cooperative agreement shall be in writing. Contracted sites are separately incorporated from a religious institution; (documentation of meeting state laws/regulations) The program maintains a nonsectarian board of directors; All proceeds and debts are the property of that corporation; The program pays reasonable rent; and the program's curriculum is not religious in nature.  b) The application for contracting is approved beforehand by the Kentucky Department of Education	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

**Examples of Supporting Evidence**

- Copy of contract with partner organization
- Photos of contracted site

**6. Attendance - 704 KAR 3:410 Section 5****Explanation**

<input type="checkbox"/> Yes	a) Daily attendance records are maintained.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) Families are contacted if enrolled child attendance is irregular or if the child has been absent for (4) consecutive program days.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

**Action Plan**

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**Examples of Supporting Evidence**

- Attendance records
- Copy of policy for contacting families after irregular or 4 absences (Board minutes and/or parent guidebook)
- Family contact records

**7. Professional Development - 704 KAR 3:410 Section 7****Explanation**

<input type="checkbox"/> Yes	a) Lead teacher(s) participate in the same number of professional development days as certified personnel in the local school district.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) Teaching assistant(s) participate(s) annually in a minimum of eighteen (18) hours of professional development.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) Professional development activities are related to the nature and needs of young children and their families, including those with special needs	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) Records are kept for all personnel documenting participation in professional development training.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	e) At all times, a staff person is on the premises who is trained in emergency first aid and cardiopulmonary resuscitation (CPR).	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

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**Examples of Supporting Evidence**

- Professional development attendance/list of attendees
- Topics of professional development offerings attended by preschool teacher/assistants
- Personnel professional development records
- CPR and First Aid certificate

**8. Head Start Collaboration - 704 KAR 3:410, KRS 157.3175****Explanation**

<input type="checkbox"/> Yes	a) Blended programs utilize the higher standards from both programs (regulations).	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) Full utilization of at-risk 4s was achieved during the current school year with Head Start.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

<input type="checkbox"/> Yes	c) Blended programs may enhance state-funded children by giving these children Head Start services. However, enhanced children may not be counted in the Full Utilization numbers (to avoid supplanting federal funds).	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

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#### Examples of Supporting Evidence

- Full utilization agreement
- Child find recruitment documentation (if program recruits together with Head Start)
- Minutes from meetings with Head Start
- Logs or copies of communications with Head Start
- Contract with Head Start

### Section B: Environment

#### 9. Ratio and Staffing - 704 KAR 3:410 Section 6 (4)

#### Explanation

<input type="checkbox"/> Yes	a) Maximum group size is twenty (20) children.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) Consideration is given to increasing the number of staff or decreasing the group size depending upon the needs of the children, including the needs of children with disabilities.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) An adult is never left alone with more than ten (10) preschool children.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) The local school district has a written policy for assistance from another adult if one (1) adult is responsible for a group of children.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		



## Action Plan

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## Examples of Supporting Evidence

- Class roster
- District/school policy regarding provisions for additional support when there are more than 10 children per adult
- Documentation indicating additional support or reducing group size based on the needs of the children

## 10. Developmentally Appropriate Practices (DAP) - 704 KAR 3:410 Section 6 Explanation

<input type="checkbox"/> Yes	a) The preschool program includes developmentally appropriate experiences in cognitive, communication, social, physical, emotional development and creative expression. b) The preschool program assists children with their intrapersonal and interpersonal skills and in maximizing self-management and independence. c) The program includes appropriate learning activities and teaching techniques in accordance with each child's level of comprehension and maturation. d) The program provides a supportive social and emotional climate. e) The program enhances children's understanding of themselves as individuals, and in relation to others, by providing for individual, small group, and large group activities. f) The program gives children many opportunities for success through developmentally appropriate program activities. g) The program provides an environment of acceptance that helps each child develop a positive self-concept, enhance his or her individual strengths, build ethnic pride, and facilitate social relationships.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
	<b>The program promotes the development of intellectual skills by:</b>	
<input type="checkbox"/> Yes	h) Encouraging children to solve problems, initiate activities, explore, experiment, question, and gain mastery through learning by doing (concrete experiential learning)	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

	<ul style="list-style-type: none"> <li>i) Promoting language understanding and use in an atmosphere that encourages both communication among children and between children and adults</li> <li>j) Utilizing a curriculum in which a variety of skills are integrated into activities targeted toward the interests of children</li> <li>k) Encouraging children to organize their experiences and understand concepts;</li> <li>l) Utilizing a language experience approach to introduce printed materials according to the individual developmental level of the child.</li> </ul>	
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### Action Plan

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### Examples of Supporting Evidence

- Lesson plans
- Assessment documentation
- Curriculum mapping
- Minutes from team meetings

### 11. Routines - 704 KAR 3:410 Section 6

### Explanation

	Provide a daily balance of activities:	
<input type="checkbox"/> Yes	<ul style="list-style-type: none"> <li>a) Indoors;</li> <li>b) Outdoors;</li> <li>c) Quiet and active times;</li> <li>d) Individual and group times;</li> <li>e) Include opportunities for large and small groups;</li> <li>f) Child and staff initiated;</li> <li>g) Structured and spontaneous.</li> <li>h) Provides supervised time for children to use large and small muscles to increase their physical skills.</li> <li>i) Provides appropriate guidance while children use equipment and materials that promote children's physical growth.</li> </ul>	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

**Action Plan**

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**Examples of Supporting Evidence**

- Lesson plans
- Assessment documentation
- Curriculum mapping
- Minutes from team meetings
- Classroom schedules
- Photos from classroom(s)
- Self-study documents

**12. Equipment and Materials - 704 KAR 3:410 Section 6****Explanation**

	The equipment and materials are:	
<input type="checkbox"/> Yes	a) Consistent with specific educational objectives of the local program; b) Consistent with the cultural and ethnic background of the children; c) Geared to the age, ability, and developmental needs of the children; d) Safe, durable, and kept in good condition; e) Stored in a safe and orderly fashion when not in use; f) Accessible, attractive, and inviting to the children; g) Designed to provide a variety of learning experiences and to encourage experimentation and exploration.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

**Action Plan**

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**Examples of Supporting Evidence**

- Self-study documentation (Quality Self-Study, ECERS-R-R, NAEYC self-study or other self-study)
- Photos of materials and equipment

**13. Space - 704 KAR 3:410 Section 6, Facility Requirement for Preschool (8/08), 702 KAR 4:170, 702 KAR 4:180**

**Explanation**

<input type="checkbox"/> Yes	a) Space is arranged so that children may work individually, together in small groups, and in a large group.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) Space is arranged to provide clear pathways for children to move from one area to another.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) Indoor space is a minimum of 35 square feet per child of usable space (existing structures) for a total of 700 square feet. For classrooms built or renovated after 2008, the minimum space is 825 square feet Including storage, office and preschool toilet.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) Outdoor space is a minimum of 75 square feet per child or 1500 square feet, 1/3 paved, 2/3 turf.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	e) Outdoor space is fenced with a 48-inch high fence and two 36-inch wide latchable gates.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
	<b>Centers or areas in the classroom includes space for the following centers:</b>	
<input type="checkbox"/> Yes	f) Art, block building, cooking, gross motor, housekeeping or dramatic play, language arts or library, manipulative materials, math or problem solving, multimedia, music, science or social studies, and/or wood working;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	g) Classroom space within the classroom for children's materials;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	h) Individual spaces for hanging of clothing and storage of personal items;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	i) Classroom space provides secured storage space beyond the 35 square feet per child for teacher supplies, equipment, and student materials currently not in use;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	j) Classroom is readily accessible to transportation drop-off and pick-up;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	k) Classroom is located on a floor exiting at ground level;	
<input type="checkbox"/> No		

<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	l) Classroom is located within 75 feet of accessible hand washing and toilet facilities with steps-up or other devices appropriate to accommodate the size of student for each sex;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	m) Classroom is provided with a minimum 50 foot candles and light;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	n) Classroom is provided with heating and ventilates with fresh air or conditioned;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	o) Classroom has instructions posted near the door with graphics of evacuation routes and emergency procedures specifically addressing young children and children with handicaps;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	p) Classroom has hand-washing devices provided in room if food is prepared in the classroom.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	q) Cafeteria/eating area must be provided for meal (prepared by kitchen staff), with age-appropriate seating and utensils.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	r) Existing relocatable/temporary isolated classroom units are acceptable for preschool if provided with a toilet and a minimum of one ramped exit to grade. However, classes of older students may be housed in relocatable units to free existing interior space for preschool	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	s) Leased/Contract/Other Off-Site Facilities - Sites not housed in existing school centers must meet one of the two following conditions: the off-site program is currently licensed as a child day care facility (905 KAR 2:010) or the off-site space/facilities are approved by the Division of Facilities Management, KDE through inspection.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

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#### Examples of Supporting Evidence

- Diagram of classroom arrangement with dimensions

- Leading agreement with community site
- Photos of classroom, playground, cafeteria, etc.

#### 14. Funding - 702 KAR 3:250

#### Explanation

<input type="checkbox"/> Yes	a) MUNIS reports are submitted quarterly in a timely manner.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) All expenditures are related to the preschool program.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) Flexible Focus Funding may be used for preschool as long as the other programmatic requirements are met.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) Appropriations to the local school district for the preschool program shall be separate and apart from the other funds appropriated to the local school	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

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#### Examples of Supporting Evidence

- MUNIS reports with appropriate preschool codes

#### 15. Individual Needs of Children - 704 KAR 3:410 Section 6

#### Explanation

<input type="checkbox"/> Yes	a) The program promotes social skills and social interactions by providing positive guidance with consistent, clear rules presented in developmentally appropriate ways.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) The program provides positive adult and peer role models, focusing on the level of the child.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) The program is individualized to meet the special needs of children by having a curriculum that is relevant and reflective of the needs of the population served (such as, bilingual or bicultural, multicultural, rural, urban, or migrant).	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes		

<input type="checkbox"/> No	d) The program has staff and program resources reflective of the needs of population of the children in the program.	
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	e) The staff and program resources are reflective of the racial and ethnic population of the children in the program.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	f) Adaptations are made for children with special needs.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	g) Furniture, equipment and materials are arranged in a way as to facilitate learning, assure a balanced program of spontaneous and structured activities, and encourage self-reliance in the children.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	h) Test sheets, workbooks and ditto sheets are not used.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

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#### Examples of Supporting Evidence

- a) Selected self-study results/documentation from lesson plans
- b) Lesson plans with individualization
- c) Minutes from preschool team meetings regarding use of dittos
- d) Photos of classroom
- e) Documentation of adaptations
- f) Documentation of diversity
- g) Second step references or other adaptations for promoting good social skills

### Section C: Curriculum and Assessment

#### 16. Assessment of Children - 704 KAR 3:410 Section 6

#### Explanation

<input type="checkbox"/> Yes	a) Assessment activities are not to be used to restrict entry into or exit from the preschool program.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

<input type="checkbox"/> Yes	b) The program includes developmentally appropriate assessment.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<b>These assessments:</b>		
<input type="checkbox"/> Yes	c) Provide for ongoing observation, recording and evaluation of each child's growth and development for the purpose of planning activities to suit individual needs;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) Are accomplished by observation or activity with the child in familiar structured and informal situations;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	e) Includes information from parents;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	f) Are used to inform parents/guardians on a regular basis regarding the child's progress and physical, intellectual, communication, social, emotional, intrapersonal, and interpersonal skills and development; and	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	g) Consider the cultural background of the child.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	h) Children are not retained in the preschool program.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

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#### Examples of Supporting Evidence

- Documentation from assessment tool as reflected in the lesson plans/child progress data.
- Parent/family reports, conference notes, contact logs

#### 17. Annual Evaluation of Preschool Program - 704 KAR 3:410 Section 9

#### Explanation

<input type="checkbox"/> Yes	a) At least annually, parents, staff and other professionals are involved in evaluating the local preschool program's effectiveness in meeting the needs of participating children.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		



	<b>The program evaluation addresses:</b>	
<input type="checkbox"/> Yes	b) Rate of participation by eligible children;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) Parental satisfaction with services provided;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) Success of participating children as they complete the preschool program and progress through the primary school program.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

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#### Examples of Supporting Evidence

- Parent survey results
- Staff survey results
- Self-study results
- Data on following progress of children through the primary program

#### 18.Student Information - 704 KAR 3:410 Section 5 & Section 2

#### Explanation

	<b>Prior to attendance, each child shall have on file:</b>	
<input type="checkbox"/> Yes	a) A copy of the legal birth certificate (within 30 days of enrollment) or other reliable proof of the student's identity and age, and an affidavit of the inability to produce a copy of the birth certificate (KRS 158.032)	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) A Kentucky Certificate of Immunization within two (2) weeks of the child's attendance (KRS 13A);	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	c) A medical examination meeting requirements conducted within twelve (12) months prior to entry into the school program;	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	d) Information regarding preschool program eligibility.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes		

<input type="checkbox"/> No	e) A vision examination by an optometrist or ophthalmologist shall be submitted to the school no later than January 1 of the first year a child is enrolled in school (KRS 156.160).	
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	f) Providing a student's Social Security number is optional (KRS 156.160).	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

Proposed Date of Completion	Action Plan Description	For KDE only

#### Examples of Supporting Evidence

- Blinded examples of student records/folders/files
- Infinite Campus printout
- Document identifying collection of required documents
- Documents of collaborating with other agencies
- FRYSC documents related to providing referrals/services
- Flyers for preschool registration
- Documentation of parent contact efforts

#### 19.Screening 704 KAR 3:410 Sections 5 & 6

#### Explanation

<input type="checkbox"/> Yes	a) The program collaborates with medical, health, mental health and social service agencies to meet comprehensive needs of children. b) A local school district shall assure that all children participating in the program receive child development and health screening through coordination with existing medical and social services. c) Health screening includes growth assessment, vision and hearing screening, assessment of current immunization status, and general health status. d) Child development screening includes screening of gross and fine motor skills, cognitive functioning, communication skills, self-help skills and social emotional skills. e) Child development screening may be accomplished through various means, including systematic observation in the classroom or other natural setting.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

	f) Screening results are not used for determining placement or planning the curriculum.	
<input type="checkbox"/> Yes	g) Child development and health screening is completed within thirty (30) school days of enrollment by personnel trained in the procedures utilized.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	h) Parents or legal guardians are contacted if screening results indicate a need for further assessment by a specialist, follow-up, or referral for special education and related services or other appropriate resources.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	i) A local school shall assist the parent or legal guardian as needed through cooperation with existing medical and social services to obtain the physical examination required of all children prior to school enrollment.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

Proposed Date of Completion	Action Plan Description	For KDE only

#### Examples of Supporting Evidence

- Contracts or agreements with other agencies
- Student records (blinded)
- Announcements of screenings
- Parent letter as per results of the screening
- Head Start documentation (if program is blended)

### Section D: Health Safety and Nutrition

#### 20.Meals - 704 KAR 3:410 Section 6

#### Explanation

<input type="checkbox"/> Yes	a) All children receive breakfast or lunch, pursuant to the requirements of the National School Breakfast Program or National School Lunch Program. b) All children receive developmentally appropriate information regarding nutrition. c) As much as feasible, children are involved in the planning and preparation of snacks and meals.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

	d) Teacher provides appropriate supervision during meals to develop language, understanding and problem-solving skills. e) Teacher provides developmentally appropriate information about health as an integral part of program activities.	
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#### Action Plan

Proposed Date of Completion	Action Plan Description	For KDE only

#### Examples of Supporting Evidence

- School schedule for use of cafeteria
- Daily schedule
- Lesson plans showing attention to nutrition
- Photos of teachers sitting with children during meals

#### 21.Safety Policies - 704 KAR 3:410 Section 6

#### Explanation

<input type="checkbox"/> Yes	a) The preschool program operates in compliance with administrative regulations in areas including facilities, safety, health and transportation.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) The preschool program provides developmentally appropriate instruction to children regarding safety procedures, such as riding the bus and emergency procedures.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
	<b>The preschool program utilizes the local school district's current safety policies regarding:</b>	
<input type="checkbox"/> Yes	c) accident records; d) medical emergency plans; e) fire and disaster plans; f) first aid; g) dispensing of medications; and h) reporting of child abuse and neglect, with modification as needed to accommodate young children.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

Proposed Date of Completion	Action Plan Description	For KDE only

#### Examples of Supporting Evidence

- District/school policies and procedures
- Lesson plans including safety instruction
- Transportation documentation/district safety reports/district records
- Documentation of playground ground cover
- Documentation of compliance with health and safety regulations

#### 22. Transportation - 704 KAR 3:410 Section 8, 702 KAR 5:150

#### Explanation

<input type="checkbox"/> Yes	a) A local school district may provide transportation to preschool children. b) If the local school district transports preschool children, services conform with administrative regulations (702 KAR Chapter 5), including having a driver assistant on each bus transporting 3 and 4 year old children. c) A local school district makes provisions for safe arrival and departure of all children. d) Procedures are in place for ensuring that preschool children are released to the parent or a person authorized by the parent.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

Proposed Date of Completion	Action Plan Description	For KDE only

#### Examples of Supporting Evidence

- District/school policies related to transportation
- Sign in-out logs
- Policies related to transportation
- Parent handbook
- Bus monitor training

## Section E: Families and Communities

### 23. Recruitment - 704 KAR 3:410 Section 5

### Explanation

<input type="checkbox"/> Yes	a) Enrollment of (eligible) children in the preschool program is at the discretion of the parent or legal guardian.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	b) Each local school district establishes and maintains an active recruitment process that systematically assures enrollment of eligible children.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
	<b>The recruitment process is outlined in a written plan which includes procedures for:</b>	
<input type="checkbox"/> Yes	c) Notification of the right to participate, presented in the parent's primary language or natural mode of communication; d) Identification of all eligible children regardless of race, sex, color, national origin or handicapping condition; e) Written documentation to demonstrate that emphasis had been given to recruiting those eligible children not currently served by a preschool program; and f) Contact to agencies and programs serving local preschool children or their families to encourage participating in the recruitment process, taking into account the demographic makeup of the community and the needs of the children and their families.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	g) All educational records are kept confidential according to the requirements of the Family Education Rights and Privacy Act regulation, 34 CFR Part 99.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

### Action Plan

Proposed Date of Completion	Action Plan Description	For KDE only

### Examples of Supporting Evidence

- School and district policies/student files/folders/records
- Documentation of recruitment efforts
- Recruitment policies and procedures
- English Language Learner (ELL) Survey

- Documentation of confidentiality training of staff
- Documents translated into other languages of families in the community
- Family Handbook

24. Parent/Family Involvement - 704 KAR 3:410 Section 6 and 7		Explanation
<input type="checkbox"/> Yes	a) The program allows active parental involvement. Consideration of the different types of family structure, such as the single parent, foster parent and extended family, shall be made when planning activities.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
	<b>At least the following opportunities are made available to parents:</b>	
<input type="checkbox"/> Yes	b) Participation in classroom and other preschool activities as volunteers or observers; c) Parent training, education or other activities which the parent has helped to develop; d) Working with the child in cooperation with preschool staff; e) Meeting with preschool and other appropriate staff regarding the child's individual needs and progress or other two (2) way communication system developed with the parent; and	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
<input type="checkbox"/> Yes	f) Periodic home visits by preschool staff, with a minimum of two (2) visits per child per year and with the first visit conducted within sixty (60) school days after enrollment.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		
	<b>A lead teacher is responsible for at least the following:</b>	
<input type="checkbox"/> Yes	g) Parent participation in the classroom; h) Parent-teacher conferences; and i) The local districts assign professional staff, including the lead teacher, to conduct parental involvement activities and coordination with health and social services.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

#### Action Plan

Proposed Date of Completion	Action Plan Description	For KDE only

#### Examples of Supporting Evidence

- Documentation of interactions with families
- Parent involvement logs, sign in sheets,
- documentation of correspondence with families,

- listing of family involvement opportunities/calendar/training opportunities/volunteer logs/
- Documentation of home visits
- Infinite Campus printout of Home Visit dates
- Sign in sheets from family involvement activities/agenda from program planned family activities
- Parent handbook

## 25.Wrap Around Services - 704 KAR 3:410 Section 8

## Explanation

<input type="checkbox"/> Yes	a) If a program is extended to provide child care before or after the standard operating hours of the preschool program, that portion of the program will meet the standards for day care facilities promulgated by the Cabinet for Families and Children.	
<input type="checkbox"/> No		
<input type="checkbox"/> N/A		

## Action Plan

Proposed Date of Completion	Action Plan Description	For KDE only

## Examples of Supporting Evidence

- Information about wrap around care
- Parent Handbook

## 26. Exemplary Practices (Optional)

Please share an exemplary practice in your preschool program: